



# **TEST** ADMINISTRATION **MANUAL**

## MCESA 3<sup>rd</sup> Grade Art Performance Assessment



**MCESA**

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# Introduction

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## Purpose and Uses

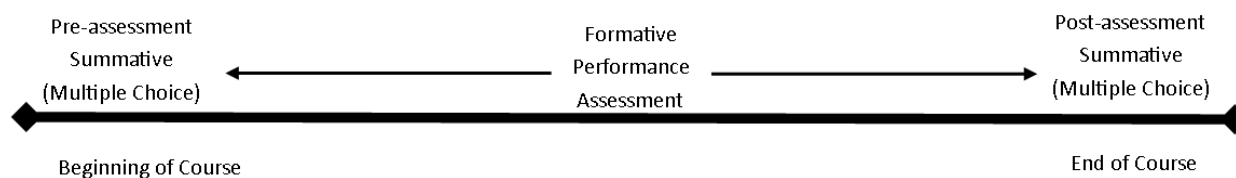
This performance assessment and test administration manual is a comprehensive tool to support formative assessment in visual arts. It has been created for the purpose of complementing the MCESA Content Specific Assessment, a pair of multiple-choice pre- and post-assessments that are used to measure student growth and teacher effectiveness. Both assessments have been created through collaboration between MCESA, WestEd, and teachers from numerous Maricopa County school districts. In combination, the multiple choice and performance assessments represent a balanced assessment plan. The multiple choice assessment is a summative assessment measuring all that students know about the content. When taking this assessment, students are demonstrating their knowledge and mental skill of the subject. In contrast, this performance assessment is designed to assess what students can do. When participating in the performance assessment, students are demonstrating their physical skills in the subject area. In combination, these two assessments work to cover the greatest number of standards possible for the course.

This performance assessment is intended for formative use, which means that it can be used repeatedly at any point within an instructional sequence or course. Formative assessment is often referred to as *assessment FOR learning* in contrast to summative assessment or *assessment OF learning* (Burke, 2010). Specifically, the formative uses of this performance assessment include the following.

- Diagnose students' capabilities on isolated standards
- Provide feedback to students on their skill development
- Demonstrate the progress of student learning, also called an interim or benchmark assessment
- Measure student growth on specific skills
- Identify individuals or groups of students who need differentiated instruction
- Provide evidence of the teacher's use of data to inform instruction as measured by most teacher observation instruments
- Support the teacher with data driven instruction or real-time assessment
- Serve as a common assessment among professional learning community team members or for district-wide data collection

Image 1 demonstrates one way this assessment can be combined with a summative assessment to create a balanced assessment plan for a course. Additionally, the rubrics found in this assessment can be applied to custom, teacher-written tasks for further, more specific formative assessment.

**Image 1:** Assessment Plan



## Assessment Overview

The performance assessment in this test administration manual is comprised of two distinct tasks for students, assessing four performance objectives from the Arizona State Standards. It is designed to be given in one class period and to be embedded with natural and authentic classroom practices. In the first task, students will be creating an original piece of artwork. Afterwards, they will complete a writing task answering questions about their artwork. Each task of this assessment has its own set of directions, guidelines, and rubrics. Other tools also found in this manual include scripted teacher directions, student directions and worksheets, scoring examples, and a data capture page.

Because the Arizona State Standards for art sometimes contain two verbs in the performance objective, Table 1 states exactly what part of the standard is being assessed.

**Table 1:** Performance Objectives for Visual Arts Grade 3 Performance Assessment

	<b>Performance Objective</b>	<b>What to Assess</b>
<b>Task 1 – Create Artwork</b>	S1-C2-102 – Use materials, tools, and techniques appropriately in his or her own artwork.	Student can use materials, tools, and techniques appropriately in his or her own artwork.
	S1-C3-101 – Identify and use elements of art and principles of design in his or her own artwork.	Students can use elements of art and principles of design in his or her own artwork.
	S1-C4-101 – Select and use subject matter and/or symbols in his or her own artwork.	Student can use subject matter and/or symbols in his or her own artwork.
<b>Task 2 – Evaluate Artwork</b>	S1-C5-102 – Use criterion to assess an aspect of his or her own artwork.	Student can use criterion to assess an aspect of his or her own artwork

The performance objectives shown in the chart were selected very intentionally. A team of teachers first examined all of the performance objectives that were suited to evaluation through student demonstration of a skill, as opposed to measuring knowledge with a multiple-choice test. They then selected a subset that matched these criteria.

- Could the skill be observed in the course of authentic classroom activities?
- Could the skill be observed and measured quickly and conveniently?
- Could the skill be measured with a rubric?
- Could individual student growth over time be demonstrated if assessed at the beginning and end of the course?
- Do the skills represent some of the most salient content of the course?

Through the development and review process of the entire assessment, some of the initially selected objectives were removed and others were added. Even though this test administration manual contains a small selection of performance objectives and tasks, the rubrics contained in this assessment may be applicable to other tasks created by teachers or districts.

## Accommodations

The following excerpt from *AIMS Testing Accommodations: Guidelines for 2013-2014* (Arizona Department of Education, 2013) describes the universal testing conditions that should enable all students to have an appropriate testing setting to support their success on the assessment. Even though these universal conditions seem oriented to traditional paper-pencil or computer-based assessments, they still represent a fair opportunity to demonstrate success that should be extended to all students.

### UNIVERSAL TEST ADMINISTRATION CONDITIONS

Universal Test Administration Conditions are specific testing situations and conditions that may be offered to **any** student in order to provide him/her a comfortable and distraction free testing environment.

**Universal Test Administration Conditions** include:

- Testing in a small group, testing one-on-one, testing in a separate location or in a study carrel
- Being seated in a specific location within the testing room or being seated at special furniture
- Having the test administered by a familiar test administrator
- Using a special pencil or pencil grip
- Using devices that allow the student to see the test: glasses, contacts, magnification, special lighting, and color overlays
- Using devices that allow the student to hear the test directions: hearing aids and amplification
- Reading the test quietly to himself/herself as long as other students are not disrupted
- Wearing noise buffers after the scripted directions have been read
- Having the scripted directions included in the *Test Administration Directions* repeated (at student request) and having questions about the scripted directions or the directions that students read on their own answered

Students with IEP's, 504 plans, or English Language Learners may also need specific accommodations beyond the universal testing conditions. Refer to *AIMS Testing Accommodations: Guidelines for 2013-2014* for specific lists of standard accommodations for these groups. It is important to note that any accommodations used in a testing setting must align to accommodations that have been used consistently in regular instruction. Additionally, any specific assessment accommodations noted in IEP's or 504 plans should be implemented for this assessment.

## Validity

When using any assessment, it is important to know if the tool is valid, meaning it measures what it is designed to measure. A formal definition of validity is “...the degree to which accumulated evidence and theory support specific interpretations of test scores entailed by proposed uses” (American Educational Research Association et al., 1999, p 9). This means that a collection of evidence is necessary to discuss whether a test is valid or not. Evidence can take many forms, such as statistical values or narrative descriptions. In the case of this performance assessment, the collection of evidence includes the design decisions and the development process. This assessment has strong validity for the following reasons.

- The construct being measured aligns to the item type (Haladyna, 1997). Because the performance objectives selected to be measured for this assessment are all performance-based in nature, the assessment includes tasks that requires students to demonstrate their skill.
- The construct being measured and range of performance is clearly defined (Stiggins, 1987). This assessment uses state standards, detailed rubrics and descriptions of the testing conditions to define the construct.
- Using a rubric with fewer levels is recommended over rubrics with more levels (Reeves, 2004). This assessment uses 4-point rubrics.
- Subject matter experts were used throughout the development process (AERA, et al 1999). Classroom teachers helped to select objectives, draft the tasks and rubrics, pilot the tasks in the classroom, and review the total assessment.
- A rigorous review process was employed (AERA, et al 1999). The assessment and all its content have been reviewed eight different times from inception to delivery by subject matter experts and assessment development experts from both MCESA and WestEd.

## Reliability

One of the possible uses of this assessment is for analysis of data by a team of teachers or a whole district. For that reason, it is important to know if the assessment is reliable, meaning it will yield consistent results each time it is used. A critical way to achieve reliability is to standardize the testing conditions, administration, and scoring as much as possible. Therefore, this assessment contains statements of the testing conditions and scripted teacher directions. Adhering to these directions every time the test is used will support the reliability. Even if the test is only being used with one class, it is important to uphold standardization as much as possible for the benefit of all students and their opportunity to demonstrate success equally.

If data will be collected by several teachers using this assessment and compared, then it is recommended that attention be given to inter-rater reliability. Before the assessment, the scorers should collaboratively review the entire test administration manual and discuss the scoring samples provided. The scorers should then use the practice samples provided to calibrate their scoring before collecting their own data. Other techniques to support inter-rater reliability include using two scorers, trading classes to assess, or appointing an outside scorer to “spot-check” both the assessment administration process and the collected scores.

## References

- Arizona Department of Education. (2013). *AIMS testing accommodations: Guidelines for 2013-2014*. Phoenix, AZ: Author.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1985). *Standards for educational and psychological testing*. Washington, DC: Authors.
- Burke, K. (2010). *Balanced assessment: From formative to summative*. Bloomington, IN: Solution Tree Press.
- Haladyna, T.M. (1997). *Writing test items to evaluate higher order thinking*. Boston, MA: Allyn and Bacon.
- Reeves, D. B. (2004). *101 questions and answers about standards, assessments and accountability*. Englewood, CO: Advanced Learning Press.
- Stiggins, R.J. (1987). *Design and development of performance assessments*. Accessed at <http://ncme.org/publications/items/> on November 12, 2012.



# Tasks

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## Testing Conditions

In this assessment, students will be asked to complete two tasks in one class session. First, they will create an original piece of 2-D artwork responding to their choice of two given prompts. Then they will critique their artwork by completing a worksheet responding in writing to four questions about their artwork.

- This test should be given in one testing session. If the class period is not long enough to complete the entire test, then arrangements should be made to complete it in one day. This is an untimed test, and students should be given as much time as needed to complete it during the school day.
- The environment should be quiet to allow each student to concentrate on his or her work.
- The assessment must be a 2-D product. Nothing may be glued or taped to the artwork. The writing and rough drafts may be stapled to the artwork.
- Materials needed for the test include paper, scratch paper, sharpened pencils, erasers, and at least two media.
- Other materials typically available such as rulers, texture plates, compasses, or protractors may be used during the test, but are not required.
- Electronic devices, internet, text books, and other published materials are not allowed.
- Students will be reminded to use materials, tools, and techniques appropriately when the prompt is introduced, but the teacher should not assist, remind, or instruct students while they are working.
- Students will be reminded to use elements of art and principles of design appropriately when the prompt is introduced, but the teacher should not assist, remind or instruct students while they are working. Third grade elements of art include texture, line, shape, color, form, value, and space. Principles of design include balance, contrast, emphasis, movement, pattern, rhythm, and unity.
- Students will be reminded to use subject matter and/or symbols when the prompt is introduced through the artist's checklist, but the teacher should not assist, remind, or instruct students while they are working.

## Teacher Guidelines

### *Before Testing:*

- ☐ Read through all of the test directions and accommodations.
- ☐ Remove or cover classroom posters, student work, or other resources that may assist students during the test.
- ☐ Prepare drawing materials needed for the test including paper, scratch paper, sharpened pencils, erasers, and at least two media.
- ☐ Copy materials for students. Each student will need a two-sided prompt worksheet and a writing worksheet.

- ☐ Identify the type of accommodations needed for students (ELL, SPED, 504) prior to testing. If needed consult with special education or classroom teachers to administer these accommodations.
- ☐ Keep tests secure before and after testing session.
- ☐ Make testing signs for doors of the classroom.

*During Testing:*

- ☐ Read all of the directions as scripted.
- ☐ Actively monitor students during testing.
- ☐ Maintain a quiet testing environment.
- ☐ Read all directions and prompts; may re-read if asked by students.
- ☐ Avoid clarifying or rephrasing directions or prompts unless stated in an IEP or 504.
- ☐ Move disruptive students to a different testing environment, but allow to finish their test.
- ☐ Give students as much time as needed to finish their test. However, it must be done in one day.
- ☐ Prevent students from using any other outside published resources, including electronics.
- ☐ Document if a student leaves school for any reason and the time the student left.
- ☐ Allow a student to use the restroom, but collect materials before the student leaves the room and return the materials when the student returns. Only one student may leave at a time. Provide a sign out sheet to record the student's name and times left and returned.
- ☐ Leave classroom doors unlocked with a testing sign on the doors to prevent interruptions.

*After Testing:*

- ☐ Score the documents using the scoring rubrics.
- ☐ Score the tests with two teachers or switch with another art teacher to keep the scoring objective.
- ☐ Evaluate the written response as one body of writing even though the students are responding to four questions per the worksheet used in the second task.
- ☐ Record the scores in the Data Capture Tool or an electronic data system after completing the scoring.

### **Scripted Directions**

Read all of the bold directions to your students. Refer to the prompt and writing worksheets provided to the students.

**Today you will be taking the Visual Arts Performance Assessment. This test will measure what you know in the visual arts. It is important to take your time and do your best. This is not a timed test. You will have as much time as you need to finish it. However, it must be finished by the end of the day. There is no talking. You may not use any electronic devices. You may not use any outside resources or materials other than what is provided for you by your teacher.**

Pass out prompt worksheet and writing worksheet.

**Please clearly write your first and last name on both of the testing worksheets. Next, clearly write the name of your homeroom teacher and school on both of the worksheets.**

Write the homeroom teacher's name and school on the board, or fill out this information in advance to save time.

**There are two prompts. You need to choose one prompt to complete. Please turn your paper to prompt one, Desert Landscape, and read silently while I read aloud.**

**Prompt 1: Desert Landscape**

**Draw a desert landscape that shows:**

- ☐ **Background, middle ground, foreground**
- ☐ **Time of day**
- ☐ **Desert plants and animals**
- ☐ **Details found in a desert**

**Now turn your paper over and read silently while I read the second prompt aloud.**

**Prompt 2: Cityscape**

**Draw a cityscape that shows:**

- ☐ **Background, middle ground, foreground**
- ☐ **Time of day**
- ☐ **City Structures**
- ☐ **Details found in a city**

**Remember that you only need to choose one prompt. If you need the prompt re-read to you at any time, please raise your hand. Remember to focus your drawing on the prompt and include all of the things from the prompt.**

**During the test you may use the materials provided for you, including \_\_\_\_\_.**

State the materials the students have available. Students must have access to paper, sketch paper, sharpened pencils, erasers, and at least two different types of media. Other materials typically available such as rulers, texture plates, compasses, or protractors may be used during the test, but are not required.

**Remember to use the materials, tools, and techniques appropriately and expressively.**

**When you are done, refer to the artist's checklist to review your drawing. The checklist can be found on either side of your prompt sheet. Please read silently while I read aloud.**

**Artist's Checklist:**

**When you are done, go through the checklist to make sure you have included everything in your drawing.**

- ☐ **Does your drawing have all of the things from the prompt?**
- ☐ **Did you use the elements of art in your drawing?**
- ☐ **Did you use the materials properly?**
- ☐ **Is your drawing neat and complete?**

**Next, look at the box at the bottom of the page and read along silently while I read aloud.**

**Remember to use the elements of art and principles of design in your drawing. Did you use at least the elements in bold?**

**Elements of Art:**

- ☐ **Color**
- ☐ **Shape**
- ☐ **Line**
- ☐ **Space**
- ☐ **Form**
- ☐ **Texture**
- ☐ **Value**

**Principles of Design:**

- ☐ **Balance**
- ☐ **Contrast**
- ☐ **Emphasis**
- ☐ **Movement**
- ☐ **Pattern**
- ☐ **Rhythm**
- ☐ **Unity**

**When you have finished the drawing portion of the test and reviewed your artist's checklist, answer the four questions on your writing worksheet. Read your worksheet silently while I read the four questions aloud.**

**Look at your drawing and answer the questions:**

- 1. Where and how did you use color in your drawing?**
- 2. Where and how did you use shape in your drawing?**
- 3. Where and how did you use line in your drawing?**
- 4. Where and how did you use space in your drawing?**

**When answering the writing questions, please refer back to your drawing and the elements of art and principles of design.**

**During the writing portion, please raise your hand if you need the questions read to you. When you have finished both the drawing and writing portions of the assessment, raise your hand and I will collect your sketch paper, drawing, and writing worksheet.**

**You must remain quiet during the entire testing session.**

**Are there any questions? You may begin.**

It is acceptable to read any of the questions and repeat the directions for the writing portion during the assessment. The four questions are as follows.

1. Where and how did you use shape in your drawing?
2. Where and how did you use line in your drawing?
3. Where and how did you use space in your drawing?
4. Where and how did you use color or value in your drawing?

## Scoring Rubrics

Use the rubrics below to evaluate each performance objective separately. The written response portion should be evaluated as one whole body of writing even though students are responding to four questions.

### Rubric 1: Materials and Tools

S1-C2-102 – Use materials, tools, and techniques appropriately in his or her own artwork.

Score	Label	Criteria
4	Exemplary	Artwork appears to be complete, expressive and appropriate use of media, and displays exemplary craftsmanship.
3	Accomplished	Artwork appears to be complete, appropriate use of media, and displays accomplished craftsmanship.
2	Developing	Artwork appears incomplete, use of media is adequately demonstrated but in an incomplete manner. Craftsmanship is developing.
1	Beginning	Artwork appears incomplete, use of media is attempted but not adequately demonstrated. Craftsmanship is beginning.
0	Not Observed	Student does not demonstrate any of the criteria.

### Rubric 2: Elements and Principles

S1-C3-101 – Identify and use elements of art and principles of design in his or her own artwork. Focus the assessment on observation of the USE of elements of art and principles of design.

Score	Label	Criteria
4	Exemplary	Artwork shows expressive use of elements and principles. Must show exemplary use of space, line, shape <b>and</b> color.
3	Accomplished	Artwork shows proficient and accurate use of elements and principles. Must show accomplished use of space, line, shape <b>and</b> color.
2	Developing	Artwork shows partial use of elements and principles at a developing skill level. May not include all 4 elements.
1	Beginning	Artwork shows beginning use of elements and principles. May not include all 4 elements.
0	Not Observed	Student does not demonstrate any of the criteria.

**Rubric 3 – Subject Matter - Desert Landscape**

S1-C4-101 – Select and use subject matter and/or symbols in his or her own artwork. Focus the assessment on the USE of subject matter and/or symbols.

Score	Label	Criteria
4	Exemplary	Landscape includes background, middle ground, foreground, native desert plants and animals, and shows times of day. Landscape is expressive and original.
3	Accomplished	Landscape includes background, middle ground, foreground, and some details, native desert plants, or animals, and shows time of day.
2	Developing	Landscape includes background, a few details, and/or things not found in a desert.
1	Beginning	Landscape includes desert plants or animals, no background and little detail; and/or things not found in a desert.
0	Not Observed	Student does not demonstrate any of the criteria

**Rubric 4 – Subject Matter - Cityscape**

S1-C4-101 – Select and use subject matter and/or symbols in his or her own artwork. Focus the assessment on the USE of subject matter and/or symbols.

Score	Label	Criteria
4	Exemplary	Cityscape includes city structures, background, middle ground, and foreground, shows time of day, and includes many details. Cityscape is expressive and original.
3	Accomplished	Cityscape includes city structures, background, middle ground, and foreground, shows time of day, and includes some details.
2	Developing	Cityscape includes city structures, background, middle ground, and foreground, shows time of day with little detail, could include things not found in a city.
1	Beginning	Cityscape includes city structures, and a background, with little detail, could include things not found in a city.
0	Not Observed	Student does not demonstrate any of the criteria.

**Rubric 5: Evaluate Art**

S1-C5-102 – Use criterion to assess an aspect of his or her own artwork.

Score	Label	Criteria
4	Exemplary	Writing clearly and accurately explains how and where they used all 4 of the elements with an example from their artwork.
3	Accomplished	Writing accurately how and where they used all 4 of the elements.
2	Developing	Writing attempts to explain how they used some of the elements.
1	Beginning	Writing does not explain how they used the elements.
0	Not Observed	Student does not demonstrate any of the criteria.

## Scoring Samples

To assist with how to apply the rubrics used in this assessment, two samples are provided here. Image 2 shows an example of a student's artwork and written response on the desert landscape prompt. The artwork is followed by Table 2 which shows the scores the student earned and a rationale for the scores. These are followed by examples and scores for a student who completed the cityscape prompt (Image 3 and Table 3).

**Image 2:** 3rd Grade Desert Sample



Student's written response:

(Student did not answer Question 1.)

2. I made my on shapes wheth my pensicel, why I whos shapes for the moon.

3. I have to have lines sow I mack the drawling why it ses in the paper.

(Student did not answer Question 4.)

**Table 2:** Scores for 3<sup>rd</sup> Grade Desert Sample

Standard	Score	Rationale
Use materials, tools and techniques appropriately.	3	The drawing shows accomplished craftsmanship, because there is good control of applying crayon.
Identify and use elements of art and principles of design.	3	The student uses the four elements, proficiently. The line of the stream is expressive, but the use of color could be improved by using it in more places. Changes in value are not seen.
Select and use subject matter and/or symbols.	4	The picture shows the time of day with the stars and moon. The stream is in the foreground. The house is in the middle ground and the mountains and stars are in the background. The details include rocks, cacti and a skull. The mood set by the humming figure under the stars constitutes expressiveness and originality.
Use criterion to assess an aspect of the artwork. (written response)	2	The student attempted to explain line and shape only, but not space and color.



**Image 3:** 3<sup>rd</sup> Grade ELL Student Cityscape Samples



Student's written response:

This student responded to the questions about evaluating his art orally. When asked about space, he pointed to the space between the mountain and buildings. When asked about line, he pointed and dragged his figure along the lines demonstrating the height of the buildings. When asked about color, he responded, "brown" and pointed to the mountains. He did not respond about shapes.

**Table 3:** Scores for 3<sup>rd</sup> Grade ELL Student Cityscape Sample

Standard	Score	Rationale
Use materials, tools and techniques appropriately.	2	The student demonstrates adequate technique of coloring with crayon on the first two buildings, the sun, and the plane, but he loses control for the other buildings and mountains in the background.
Identify and use elements of art and principles of design.	2	The student uses all four elements, but at a developing skill level. For example, the control of line on the windows appears hurried rather than precise. The coloring is incomplete or imprecise in places.
Select and use subject matter and/or symbols.	3	The scene includes tall buildings for city structures. The bicyclist is in the foreground. The buildings are in the middle ground and the plane and mountains are in the background. The time of day is shown by the sun and the details include windows, the person, the bicyclist, the plane, and the radio antennae on top of the buildings.
Use criterion to assess an aspect of the artwork. (written response)	2	The student addressed only three of the four elements in his response. His one word responses and gestures reflect an attempt to use art vocabulary and show that he understood the concept of the question, but they do not elaborate on his work.

## Practice Samples

To support reliability, use the examples of student work provided here to practice scoring before using this assessment for the first time.

### Prompt 2 Desert Landscape:

Draw a desert landscape that shows:

- ☐ Background, middle ground, foreground
- ☐ Time of day
- ☐ Desert plants and animals
- ☐ Details found in desert

### Writing Prompt Questions:

1. Where and how did you use color in your drawing?
2. Where and how did you use shape in your drawing?
3. Where and how did you use line in your drawing?
4. Where and how did you use space in your drawing?

**Image 4:** 3<sup>rd</sup> Grade Desert Practice Student Sample 1



Student's written response:

1. I used the color on all of the types of grounds and I need to use craons.
2. I used a shape on the sun and it was on the foreground.
3. on the catest I used the lines for thorns and it was on the foreground.
4. I made shure that my work was at leest that it was awaf from my other work on the foreground, background, and the middle.

**Image 5:** Visual Arts 3<sup>rd</sup> Grade Data Capture Practice Sample

Students Name	Task 1 – Create art			Task 2 – Evaluate art	Total
	S1-C2-102-Use materials, tools, and techniques appropriately in his or her own artwork	S1-C3-101 - Identify and use elements of art and principles of design in his or her own artwork	S1-C4-101 -Select and use subject matter and/or symbols in his or her own artwork	S1-C5-102-Use criterion to assess an aspect of his or her own artwork	
Jane Doe					

### Prompt 2 Cityscape:

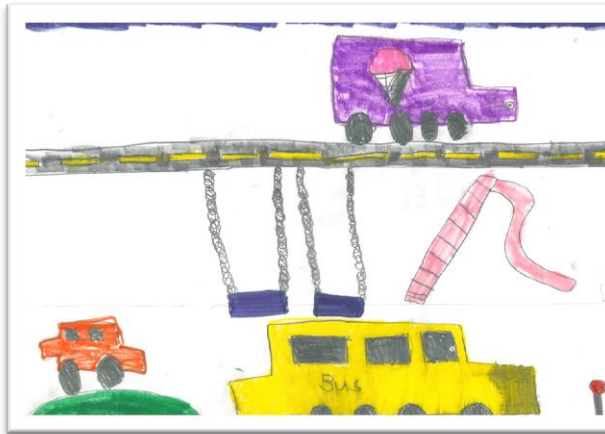
Draw a cityscape that shows:

- ☐ Background, middle ground, foreground
- ☐ Time of day
- ☐ City Structures
- ☐ Details found in city

### Writing Prompt Questions:

1. Where and how did you use color in your drawing?
2. Where and how did you use shape in your drawing?
3. Where and how did you use line in your drawing?
4. Where and how did you use space in your drawing?

**Image 6:** 3<sup>rd</sup> Grade Cityscape Practice Student Sample 2



Student's written response:

1. I use color in my artwork Because I color my Icecream truck Purple. I color my Bus yellow. I color my grass green I color My rectangle swing blue and the slide pink my stop sine red.
2. . I use shape in my art work Because I wanted to put rectengle for the swings.
3. I used line in My art work Because I wanted to use it for the street.
4. I use space Because from the icecream truck there was nothing else and that's how I make space.

**Image 7:** Visual Arts 3<sup>rd</sup> Grade Data Capture Practice Sample

Students Name	Task 1 – Create art			Task 2 – Evaluate art	Total
	S1-C2-102-Use materials, tools, and techniques appropriately in his or her own artwork	S1-C3-101 - Identify and use elements of art and principles of design in his or her own artwork	S1-C4-101 -Select and use subject matter and/or symbols in his or her own artwork	S1-C5-102-Use criterion to assess an aspect of his or her own artwork	
Jane Doe					

## Appendix

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## Prompt 1 – Desert Landscape

### Prompt:

Draw a desert landscape that shows:

- ☐ Background, middle ground, foreground
- ☐ Time of day
- ☐ Desert plants and animals
- ☐ Details found in a desert

Name:

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Homeroom Teacher:

---

School:

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### Artist's Checklist:

When you are done, go through the checklist to make sure you have included everything in your drawing.

- ☐ Does your drawing have all of the things from the prompt?
- ☐ Did you use the elements of art in your drawing?
- ☐ Did you use the materials properly?
- ☐ Is your drawing neat and complete?

Remember to use the elements of art and principles of design in your drawing.

Did you use at least the elements in **bold**?

Elements of Art:

- ☐ **Color**
- ☐ **Shape**
- ☐ **Line**
- ☐ **Space**
- ☐ Form
- ☐ Texture
- ☐ Value

Principles of Design:

- ☐ Balance
- ☐ Contrast
- ☐ Emphasis
- ☐ Movement
- ☐ Pattern
- ☐ Rhythm
- ☐ Unit

## Prompt 2 – Cityscape

### Prompt:

Draw a cityscape that shows:

- ☐ Background, middle ground, foreground
- ☐ Time of day
- ☐ City Structures
- ☐ Details found in a city

Name:

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Homeroom Teacher:

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School:

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### Artist's Checklist:

When you are done, go through the checklist to make sure you have included everything in your drawing.

- ☐ Does your drawing have all of the things from the prompt?
- ☐ Did you use the elements of art in your drawing?
- ☐ Did you use the materials properly?
- ☐ Is your drawing neat and complete?

Remember to use the elements of art and principles of design in your drawing.

Did you use at least the elements in **bold**?

Elements of Art:

- ☐ **Color**
- ☐ **Shape**
- ☐ **Line**
- ☐ **Space**
- ☐ Form
- ☐ Texture
- ☐ Value

Principles of Design:

- ☐ Balance
- ☐ Contrast
- ☐ Emphasis
- ☐ Movement
- ☐ Pattern
- ☐ Rhythm
- ☐ Unity

## Student Handout

Name: \_\_\_\_\_ Home room: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Look at your drawing and answer the questions:

1. Where and how did you use color in your drawing?

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2. Where and how did you use shape in your drawing?

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3. Where and how did you use line in your drawing?

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4. Where and how did you use space in your drawing?

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## Data Capture Tool

[illegible]